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| National Core Arts Standards  (2014 Revision) |
| * **Create musical ideas and works through concept, development, and completion.**   Anchor Standard #1 Generalize and conceptualize artistic ideas and work  Anchor Standard #2 Organize and develop artistic ideas and work  Anchor Standard #3 Refine and complete artistic work   * **Perform musical works through selection, refinement, and conveying meaning.**   Anchor Standard #4 Analyze, interpret, and select artistic work for presentation  Anchor Standard #5 Develop and refine artistic work for presentation  Anchor Standard #6 Convey meaning through the presentation of artistic work   * **Respond to musical works through analysis, evaluation, and interpretation of meaning.**   Anchor Standard #7 Perceive and analyze artistic work  Anchor Standard #8 Interpret intent and meaning in artistic work  Anchor Standard #9 Apply criteria to evaluate artistic work   * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.**   Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art  Anchor Standard #11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding   * **Read musical notation and utilize content in the visual media of musical notation** |



Contents

[Concert Band 3](#_Toc396222212)

[Chorus 5](#_Toc396222214)

[Guitar I 7](#_Toc396222216)

[Music Composition 9](#_Toc396222218)

[American History through Music 11](#_Toc396222220)

[Musical Theater Appreciation 13](#_Toc396222222)

[Film Music 15](#_Toc396222224)

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| Concert Band |
| * **Perform musical works through selection, refinement, and conveying meaning.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** * **Read musical notation and utilize content in the visual media of musical notation** |

**Process Components:**

**Performing: (Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; Present)**

* 1. Students will select varied musical works to present based on interest, knowledge, technical skill, and context
  2. Students will analyze the structure and context of varied musical works and their implications for performance
  3. Students will develop personal interpretations that consider creators’ intent
  4. Students will rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others
  5. Students will perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

**Reading**

* 1. Students will read musical notation and interpret musical symbols

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Concert Band  Year in Band: 1 2 3 4 | | | | |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | | | | | |
| National Standard | Assessment | Level |
| Performing (30%) |  |  |
| MU:Pr4.2.E.HS: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | Self Evaluation Forms  Daily Rehearsal Feedback |  |
| MU:Pr4.3.H.HS: Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). | Ensemble Critique Forms |  |
| MU:Pr5.1.H.HSI: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. | Self Evaluation Forms  Google Voice Assignments  Daily Rehearsal Feedback |  |
| MU:Pr6.1.H.HSI: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | Small Ensemble Concert  Winter Concert  Pops Concert  Spring Concert  Parades  Assemblies  Google Voice Assignments |  |
| Responding (20%) |  |  |
| MU:Re7.1.H.HSI: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. | Concert Program |  |
| MU:Re7.2.H.HSI a. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. | Repertoire Report |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. | Repertoire Report |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. | Listening Critique |  |
| Connecting (20%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | Concert Program  Daily Rehearsal Feedback |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. | Daily Rehearsal Feedback |  |
| Reading (30%) |  |  |
| * 1. Students will read musical notation and interpret musical symbols | Scale Wars  Rehearsal Observations  Google Voice Assignments  Notation Assessments  Noteflight WarmUp |  |

Concert Band Course Competency Overall Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Chorus |
| * **Perform musical works through selection, refinement, and conveying meaning.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** * **Read musical notation and utilize content in the visual media of musical notation** |

**Process Components:**

**Performing: (Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; Present)**

* 1. Students will select varied musical works to present based on interest, knowledge, technical skill, and context
  2. Students will analyze the structure and context of varied musical works and their implications for performance
  3. Students will develop personal interpretations that consider creators’ intent
  4. Students will rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others
  5. Students will perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

**Reading**

* 1. Students will read musical notation and interpret musical symbols

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Chorus  Year in Chorus: 1 2 3 4 | | | | |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | | | | | |
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| National Standard | Assessment | Level |
| Performing (30%) |  |  |
| MU:Pr4.2.E.HS: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. | Self Evaluation Forms  Daily Rehearsal Feedback |  |
| MU:Pr4.3.H.HS: Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). |  |  |
| MU:Pr5.1.H.HSI: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. | Self Evaluation Forms  Google Voice Assignments  Daily Rehearsal Feedback |  |
| MU:Pr6.1.H.HSI: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | Small Ensemble Concert  Winter Concert  Pops Concert  Spring Concert  Google Voice Assignments |  |
| Responding (20%) |  |  |
| MU:Re7.1.H.HSI: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. | Concert Program |  |
| MU:Re7.2.H.HSI: Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. | Repertoire Report |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. | Repertoire Report |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. | Listening Critique  Ensemble Critique Form |  |
| Connecting (20%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | Concert Program  Daily Rehearsal Feedback |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. | Daily Rehearsal Feedback |  |
| Reading (30%) |  |  |
| 1. Students will read musical notation and interpret musical symbols | Music Scavenger Hunt Rehearsal Observations  GoogleVoiceAssignments  Notation Assessments  Noteflight WarmUp |  |

Chorus Course Competency Overall Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Guitar I |
| * **Create musical ideas and works through concept, development, and completion.** * **Perform musical works through selection, refinement, and conveying meaning.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** * **Read musical notation and utilize content in the visual media of musical notation** |

**Process Components:**

**Creating: (Imagine; Plan and Make; Evaluate and Refine; and Present)**

1. Students will generate musical ideas for various purposes and contexts
2. Students will select and develop musical ideas for defined purposes and contexts
3. Students will evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
4. Students will share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

**Performing: (Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; Present)**

* 1. Students will select varied musical works to present based on interest, knowledge, technical skill, and context
  2. Students will analyze the structure and context of varied musical works and their implications for performance
  3. Students will develop personal interpretations that consider creators’ intent
  4. Students will rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others
  5. Students will perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

**Reading**

* 1. Students will read musical notation and interpret musical symbols

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Guitar I |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | |

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| National Standard | Assessment | Level |
| Creating (10%) |  |  |
| MU:Cr2.1.C.HS: a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). | Blues Song  Original Song |  |
| MU:Cr3.1.C.HSI:Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | Blues Song  Original Song |  |
| MU:Cr3.2.C.HSIII: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. | Blues Song  Original Song |  |
| Performing (30%) |  |  |
| MU:Pr5.1.H.HSI: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. | Daily Playing  Google Voice Assessments  Duet Performance  Small Group Performance |  |
| MU:Pr6.1.H.HSI: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | Daily Playing  Google Voice Assessments  Duet Performance  Small Group Performance |  |
| Responding (20%) |  |  |
| MU:Re7.2.H.HSI Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. | Song Comparison  Blues History Project |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. | Guitar Artist Facebook Page  Lyrics Review |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. | Listening Response Sheets |  |
| Connecting (10%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | Dream Song Selection |  |
| Reading (30%) |  |  |
| 1. Students will read musical notation and interpret musical symbols | Rehearsal Observations  Google Voice Assignments  Notation Assessments  Noteflight Melody |  |
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Guitar I Course Competency Overall Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Music Composition |
| * **Create musical ideas and works through concept, development, and completion.** * **Perform musical works through selection, refinement, and conveying meaning.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** * **Read musical notation and utilize content in the visual media of musical notation** |

**Process Components:**

**Creating: (Imagine; Plan and Make; Evaluate and Refine; and Present)**

1. Students will generate musical ideas for various purposes and contexts
2. Students will select and develop musical ideas for defined purposes and contexts
3. Students will evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
4. Students will share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

**Performing: (Select; Analyze; Interpret; Rehearse, Evaluate, and Refine; Present)**

* 1. Students will select varied musical works to present based on interest, knowledge, technical skill, and context
  2. Students will analyze the structure and context of varied musical works and their implications for performance
  3. Students will develop personal interpretations that consider creators’ intent
  4. Students will rehearse, evaluate and refine personal and ensemble performances, individually or in collaboration with others
  5. Students will perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

**Reading**

* 1. Students will read musical notation and interpret musical symbols

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Music Composition |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | |

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| National Standard | Assessment | Level |
| Creating (10%) |  |  |
| MU:Cr1.1.C.HSIII Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas | 4 Part Poem Chorale |  |
| MU:Cr2.1.C.HS: a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines..b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). | Hymn Analysis  4 Part Poem Chorale |  |
| MU:Cr3.1.C.HSI:Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | Percussion Composition  4 Part Choral Piece  Band Arrangement |  |
| MU:Cr3.2.C.HSIII: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. | Percussion Composition  4 Part Choral Piece  Band Arrangement |  |
| Performing (30%) |  |  |
| MU:Pr5.1.H.HSI: Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. | Percussion Composition  Happy Birthday Re-Write |  |
| MU:Pr6.1.H.HSI: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | Percussion Composition |  |
| Responding (20%) |  |  |
| MU:Re7.2.H.HSI Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. | Listening Response Sheets |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. | Listening Response Sheets  4 part Hymn Analysis |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. | Listening Response Sheets |  |
| Connecting (20%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | Percussion Composition  4 Part Choral Piece  Band Arrangement |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. | Daily Reflections |  |
| Reading (30%) |  |  |
| 1. Students will read musical notation and interpret musical symbols | Percussion Playing Assess.  Notation Assessments  Noteflight WarmUp |  |

Music Composition Course Competency Overall Level: \_\_\_\_\_\_\_\_\_\_

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| American History through Music | |
| * **Create musical ideas and works through concept, development, and completion.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.**   *:HI:12:3.2: Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., the impact of the Enlightenment on the founding of our nation or the Harlem Renaissance.*  *SS:HI:12:3.3: Critique how the art, music and literature of our nation have been influenced by groups, e.g., the Spanish colonists in the Southwest or the 60s counter culture movement.*  *SS:HI:12:3.4: Analyze the spread of American ideas and culture around the world using examples, e.g., the Bill of Rights or popular music.* |

**Process Components:**

**Creating: (Imagine; Plan and Make; Evaluate and Refine; and Present)**

1. Students will generate musical ideas for various purposes and contexts
2. Students will select and develop musical ideas for defined purposes and contexts
3. Students will evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
4. Students will share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: American History Through Music |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | |

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| --- | --- | --- |
| National Standard | Assessment | Level |
| Creating (33%) |  |  |
| MU:Cr1.1.C.HSIII Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas |  |  |
| MU:Cr2.1.C.HS: a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines..b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). |  |  |
| MU:Cr3.1.C.HSI:Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |  |  |
| MU:Cr3.2.C.HSIII: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. |  |  |
| Responding (33%) |  |  |
| MU:Re7.1.H.HSI: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. | Genre Identification  Listening Sheets  Original Ballad  Broadside |  |
| MU:Re7.2.H.HSI Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. | September 11th Responses |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. | I Hear America Singing Assignment |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. |  |  |
| Connecting (34%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. |  |  |
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American History through Music Competency Overall Level: \_\_\_\_\_\_\_\_

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| Musical Theater Appreciation |
| * **Create musical ideas and works through concept, development, and completion.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** |

**Process Components:**

**Creating: (Imagine; Plan and Make; Evaluate and Refine; and Present)**

1. Students will generate musical ideas for various purposes and contexts
2. Students will select and develop musical ideas for defined purposes and contexts
3. Students will evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
4. Students will share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

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| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Musical Theater Appreciation |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | |

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| --- | --- | --- |
| National Standard | Assessment | Level |
| Creating (33%) |  |  |
| MU:Cr1.1.C.HSIII Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas |  |  |
| MU:Cr2.1.C.HS: a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). |  |  |
| MU:Cr3.1.C.HSI:Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |  |  |
| MU:Cr3.2.C.HSIII: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. |  |  |
| Responding (33%) |  |  |
| MU:Re7.1.H.HSI: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |  |  |
| MU:Re7.2.H.HSI a.Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. |  |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. |  |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. |  |  |
| Connecting (34%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. |  |  |

Musical Theater Appreciation Competency Overall Level: \_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Film Music |
| * **Create musical ideas and works through concept, development, and completion.** * **Respond to musical works through analysis, evaluation, and interpretation of meaning.** * **Connect musical ideas and works to societal, cultural, and historical context as well as personal experiences.** |

**Process Components:**

**Creating: (Imagine; Plan and Make; Evaluate and Refine; and Present)**

1. Students will generate musical ideas for various purposes and contexts
2. Students will select and develop musical ideas for defined purposes and contexts
3. Students will evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
4. Students will share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

**Responding (Select; Analyze; Interpret; Evaluate)**

* 1. Students will choose music appropriate for a specific purpose or context
  2. Students will analyze how the structure and context of varied musical works inform the response
  3. Students will support interpretations of musical works that reflect creators’/performers’ expressive intent
  4. Students will support evaluations of musical works and performances based on analysis, interpretation, and established criteria

**Connecting (Synthesize and Relate)**

* 1. Students will synthesize and relate knowledge and personal experiences to make music
  2. Students will relate musical ideas and works with varied context to deepen understanding

|  |
| --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: Film Music |
| Competency Level:   |  |  |  |  | | --- | --- | --- | --- | | Proficient with Distinction | Proficient | Partially Proficient | Not Proficient | |

|  |  |  |
| --- | --- | --- |
| National Standard | Assessment | Level |
| Creating (33%) |  |  |
| MU:Cr1.1.C.HSIII Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas |  |  |
| MU:Cr2.1.C.HS: a. Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. b. Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary). |  |  |
| MU:Cr3.1.C.HSI:Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. |  |  |
| MU:Cr3.2.C.HSIII: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. |  |  |
| Responding (33%) |  |  |
| MU:Re7.1.H.HSI: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. |  |  |
| MU:Re7.2.H.HSI a.Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. |  |  |
| MU:Re8.1.H.HSI: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. |  |  |
| MU:Re9.1.H.HSI: Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. |  |  |
| Connecting (34%) |  |  |
| MU:Cn10.0.H.HSI: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. |  |  |
| MU:Cn11.0.H.HSI: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. |  |  |

Film Music Course Competency Overall Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_